

**WS 4033-91/PHIL 4033-91:****Philosophy of Women and Western Religions**

Fall 2003, Tuesdays/Thursdays 9:30-10:50 a.m.  
Human Development Building 210

Texas Woman's University

*"The study of women in world religions radically alters our understanding of religion: not only our understanding of who participates in religion, but also our understanding of what constitutes religious actions and how we read religious texts."* ~Serenity Young

*"Religious traditions are more like rivers than monuments. They are not static and they are not over. They are still rolling—with forks and confluences, rapids and waterfalls."* ~Diana L. Eck

**Instructor:** Dr. Claire L. Sahlin

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**Office:** HDB 307K

**Phone:** 940/898-2255

**Office Hours:** Tuesdays 1-2:30 p.m, Thursdays 11 a.m.-12 noon & 1:30-3:00 p.m.

*I hope you will feel welcome to contact me with your questions, concerns, and ideas pertaining to the course. In addition to my office hours, I am available by appointment and via e-mail.*

**Graduate Assistant:** Ms. Susan Townzen

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**Office:** HDB 307L

**Phone:** 940/898-2117

**Office Hours:** to be announced

*Ms. Townzen will also be available to assist you with questions and concerns related to the course. She is willing and happy to meet with you.*

**Course Description**

What religious roles have women assumed throughout history and in contemporary times? How have women as well as ideas about gender and sexuality shaped religious thought and practices? In what ways and for what reasons has women's religious authority been contested? What is the significance of gendered imagery for the divine? How are feminists transforming religious traditions and creating new forms of spirituality? These are some of the significant questions that we will address throughout the semester with particular reference to the traditions of Judaism, Christianity, and Islam.

This course explores women's contributions to the formation and development of Western religious traditions; examines interconnections between religion, gender and culture; and investigates feminist critiques and transformations of Western religious traditions. Attention is given to issues related to religion and racial/ethnic identity as well as to discussions of religion and sexuality. This course is multidisciplinary, integrating insights from literature, history, philosophy/theology, and the social sciences.

The course provides Honors credit for students enrolled in the Honors Scholar Program at TWU. Through assigned readings, guided discussions, and class projects, the course is designed to provide an enriching and stimulating academic experience. It is not required, however, for students to be members of the Honors Program in order to enroll in this class. Students from all academic disciplines and religious backgrounds are welcome to participate. This course is cross-listed with Women's Studies and Philosophy.

## **Course Objectives**

This course aims to 1) promote mastery of basic intellectual competences—reading, writing, and critical thinking, 2) establish multiple perspectives on the individual and the world in which he or she lives, 3) enable students to understand the responsibilities and benefits of living in a multicultural world, 4) familiarize students with contributions by and about women in academic disciplines, 5) acquaint students with major texts, trends, and issues in women’s studies, and 5) provide the combination of skills, liberal studies, and insights into contemporary issues needed by students who aspire to positions of leadership.

More specifically, this course seeks to 1) enhance the ability to analyze and assess theoretical arguments and presuppositions, 2) develop oral and written communication skills, 3) increase knowledge of women’s contributions to the formation and development of Judaism, Christianity, and Islam, 4) foster understanding of interconnections between religion, gender, sexuality, and cultures, 5) acquaint students with ground-breaking works and contemporary debates in the field of women’s studies in religion, 6) foster appreciation for the richness, diversity, and common features of religious life in world cultures and contemporary American society, and 7) introduce students to major questions and methods in the academic study of religion.

## **Texts**

The following books are required for students in this course:

- Harris, Lis, *Holy Days: The World of a Hasidic Family*
- Howland, Courtney, ed., *Religious Fundamentalisms and the Human Rights of Women* (selections)
- Lerner, Gerda, *The Creation of Feminist Consciousness*
- Mernissi, Fatima, *Dreams of Trespass*
- Plaskow, Judith and Carol Christ, eds., *Weaving the Visions* (selections)
- Torjesen, Karen Jo, *When Women Were Priests*
- Walker, Alice, *The Color Purple*

The following books are recommended to students who would like to do additional reading:

- Clark, Elizabeth A. & Herbert Richardson, eds. *Women and Religion*
- Smith, Huston, *The World’s Religions*

These books are available for purchase in the TWU Bookstore and will also be placed on reserve in the TWU Blagg-Huey Library. You may also wish to check the K.D. Bookstore, located on Oakland Street behind the TWU Library. Do not attempt to take this course without obtaining copies of these books. since the most significant aspect of the course involves reading, analyzing, and discussing the required texts. The textbooks will be supplemented with handouts and web readings.

### **Class Format and Expectations**

The course will be based on lectures and discussions, in which we will learn together through active participation and interaction. At times I will lecture to provide you with background information and additional perspectives on particular topics; more often, however, my role will be to facilitate and to guide class discussions of readings, documentary films, field experiences, and writing assignments. Discussions will take place in both large and small groups.

Students are expected to consider the perspectives of others with friendliness and respect. Students are expected to listen to each other carefully as well as to raise questions and offer additional perspectives. Our classroom will be a place to learn, and no orthodoxy of belief will be promoted. The course aims to educate and to stimulate thinking—not to convert or to indoctrinate. I believe that our meetings will be enriched by the variety of perspectives that students bring to the class.

In order for the course to function productively, it is essential that you read and critically reflect on the assigned materials before coming to class. The reading materials are sometimes intense and occasionally confrontational, and you will not be expected to agree with everything you are assigned to read. You are expected, however, to read the assigned materials open-mindedly and analytically.

Since this is a three-credit hour course, you should expect to spend a minimum of 6 to 8 hours per week on coursework outside the classroom. If I sense that students are not coming well-prepared to class, I reserve the right to make additional or alternative assignments.

I welcome you to this class and sincerely hope that it will offer you a challenging and positive educational experience!

### **Reading Notes and Preparation for Class**

To foster your critical reading of each assignment in preparation for class discussion, you should take notes on your reading and take notes in answer the following questions:

1. What do you know about the author and his/her perspective? What can you infer about the author and his/her assumptions?
2. What is the author's major purpose and thesis?
3. How does the author support or defend his/her thesis? What arguments, examples, or illustrations does he/she use?
4. From your perspective, what is the author's strongest argument? Why?
5. From your perspective, what is the author's weakest argument? Why?
6. Identify a passage that was particularly thought-provoking or insightful to you. Explain your response to the passage.
7. Identify a passage that was particularly troubling or objectionable to you. Explain your response to the passage.

Although you will not turn in your answers to these questions, you should come to class prepared to share your answers to these types of questions. These questions will form the basis of class discussions. Always bring your reading and writing assignments with you to class.

## Course Requirements

### **1. Attendance, preparation, and participation (20%)**

All class sessions are required. Because this is a discussion-based course, you are expected to attend and participate. Please complete reading assignments by the dates listed on the syllabus and come to class prepared to discuss the required materials. More than three unexcused absences will lower your final grade for the course.

Short quizzes over the assigned readings will be given frequently (almost daily) during the semester at the beginning of the class period. The quizzes are intended to reward you for reading the assigned materials. If you have done the reading assigned for that day, I expect that you will do well on the quizzes. Quizzes cannot be taken late. The top 90% of your quiz scores will count toward this portion of your grade for the course; the lowest 10% of your quiz scores will be dropped.

To supplement our classroom discussions, we will use "Blackboard," a web-based course delivery system. (Instructions for logging into "Blackboard" are found at <http://www.twu.edu/dl/orientation/blackboard.html>.) This can be a great way to continue discussion of important ideas outside of class time. I will use "Blackboard" for sending messages & announcements. Make sure that your email address in Blackboard is the address that you use; also please remember to check Blackboard regularly for updates and to read messages posted to the Discussion Board.

You are welcome to post messages to the "Discussion Board" for our course (make sure to post it to the week's "Forum"). You are encouraged to post responses to the required readings for the week. Your response should indicate what you found most significant, troubling, or stimulating in the reading. Your response could also raise questions for discussion. You are also encouraged to respond to messages by other members of the class. If you wish, you may also share additional materials that are relevant to our course (links to interesting web pages, news stories, etc.). You may also continue in-class discussions on "Blackboard."

Although there is no minimum number of required postings to Blackboard, you are encouraged to participate whenever you wish to share ideas and information with other members of the class. Please read the "Do's" and "Don'ts" of "Netiquette on the following site: <http://www.twu.edu/dl/orientation/netiquette.htm>.

### **3. Exams (2 exams each worth 20%)**

There will be a mid-term exam and a final exam for this course. Each exam will consist of short answer and/or essay questions, which allow you to interpret, evaluate, and integrate significant ideas considered in this course. Each exam will be completed at home and typed; you will be given one week to complete each exam, and you may use your notes and books. Detailed instructions will be passed out with each exam. **The mid-term exam will be due on Tuesday, October 28<sup>th</sup> at 9:30 a.m. The final exam will be due at the time of the scheduled exam period, Thursday, December 11<sup>th</sup> at 9:00 a.m. (please note the earlier time).**

### **4. Field Observation Assignment (20%)**

During the semester, you are to visit in person and observe a worship service or other religious ritual (e.g., a wedding, prayer meeting, eucharistic celebration) that represents a religious tradition with which you are generally unfamiliar. Ideally, you will observe a service or ritual that you have never seen previously. Observe the service or ritual and write an analysis and interpretation of the significance of the ritual for women.

Your essay (approximately 5-7, typed pages) should address the following questions, wherever possible:

- Who are the principal actors and what do they do?
- What images, teachings, doctrines about women are conveyed in this ritual through words, texts, symbolic gestures, manipulation of objects, etc.?
- What can we learn about women's roles and authority in this religious tradition by studying the service/ritual?
- How does the service/ritual reflect in any way the reading and research you have done on women's roles and status within the religious tradition? How does the service/ritual reflect the religious tradition's theology of (i.e. ideas about) gender?
- What are your personal responses to the ritual? Is the ritual meaningful to you? Is there something about it that you find liberating or objectionable? If you were given the authority, would you rewrite the ritual in any way?

Your paper should incorporate your observations as well as research (additional reading you have done) about the status of women in the religious tradition represented by the service/ritual. Your paper should be an essay that argues in support of a thesis (main point) concerning the service/ritual. I will provide the class with additional guidelines concerning the field observations (possible sites to visit, etiquette, etc.) and the specific format of your essays.

**This assignment will be due on Thursday, October 9<sup>th</sup> at 9:30 a.m.** Additional guidelines for this assignment will be distributed to the class and made available on Blackboard.

### **5. Editorial (20%)**

Finally, you are required to write an editorial (i.e. position paper) in which you express your position on a contemporary, controversial topic related to women and religion; gender and religion; and/or sexuality and religion. Your editorial (approximately five typewritten pages) must address a specific topic, clearly present a thesis, and support your thesis with well-reasoned arguments and evidence.

Your editorial will be evaluated according to how clearly, cogently, and creatively it expresses your own position—not according to whether or not it is in agreement with my personal views on the subject. You should research your topic. The best editorials display good understanding of the complexity of the issues. Your editorial should include endnotes and references to works consulted. You must not rely exclusively on the internet for sources of information. You are required to consult a minimum of 3-5 books and/or articles (not from the internet) on your subject.

The following is a list of possible topics, some of which will need to be narrowed down even further. You are not, however, limited to these general topics.

- the ordination of women
- gender inclusive translations of the Bible
- religious marriage ceremonies for gay or lesbian couples
- Christian weight loss programs or Christian exercise centers
- religion and violence against women and children
- Catholic policies about abusive priests
- religion and the legality of abortion in the U.S.
- religious views of therapeutic cloning or stem cell research
- religious intermarriage
- gay or lesbian ministers/rabbis

You may wish to write your editorial specifically in response to something you recently saw in the news. I highly encourage you to do this.

**The editorial assignment will be due on Thursday, November 25<sup>th</sup> at 9:30 a.m.** Additional guidelines will be distributed to the class and made available on Blackboard.

In addition, you are required to send a shortened version of your editorial (approximately 250 words) to a newspaper, magazine, or other publication, along with your complete address and telephone number. You should give Susan Townzen a copy of your editorial in a stamped, addressed envelope. Do not seal the envelope in advance, so that we can check what you have put inside. We then will seal the envelope and put it in the mail for you. You should submit the shortened version preferably by November 25<sup>th</sup> but no later than Dec. 11<sup>th</sup>.

### **Academic Honesty**

You are expected to do your own work and ensure that you do not plagiarize. Together we should be committed to the highest ethical standards for our research and scholarship. For all writing assignments, be careful to properly document quotations and paraphrases from other sources. Plagiarism is a serious offense and includes presenting words or ideas from other sources as your own.

You must always use quotation marks around words that are not your own and properly acknowledge your sources according to a recognized style manual (APA, MLA, or *The Chicago Manual of Style*). Even when you are summarizing someone else's ideas in your own words, you must acknowledge your source through proper methods of citation.

Since academic dishonesty is a serious offense, plagiarism will result in a failing grade for your paper and may result in a failing grade for this course. If you have any questions about how to document quotations and use sources properly, I will be happy to speak with you at any time. I also ask that you take a look at the following on-line power point presentation concerning plagiarism: <http://www.twu.edu/as/engspfl/Plagiarism.ppt>. If you are not sure what constitutes plagiarism, it is your responsibility to contact me.

Make sure to select one style manual and follow it consistently throughout the parenthetical notes or footnotes in your essays. You should also include in your essays a list of works consulted or works cited. For assistance with these and other related matters, I suggest that you consult the following websites: <http://www.lib.duke.edu/libguide/citing.htm/> <http://www.twu.edu/library/res/citat.htm> (citation styles and writing tips)

### **Policies**

- Please come to class on time (at 9:30 a.m.) and remain until the class period is over (until 10:50 a.m.). It is disruptive to the class if you arrive late or leave early.
- If you miss class, you are responsible for finding out about announcements, changes in the schedule, handouts, and assignments that you miss during your absence. Please contact another student in the class prior to contacting me for this information.
- According to TWU policy, absences from class will be excused in only these cases: 1) illness certified by a physician, 2) serious illness or death in student's immediate family, 3) absence from the campus with the sanction of the University or for a religious holiday. In the event that you must miss class due to an excused absence, you should obtain an absence memo from the Office of Student Life (940/898-3615); do not bring your documentation of personal illnesses or emergencies to me. You will be responsible for providing the Office of Student Life (Student Center 206) with the proper verification for the absence.

- Please turn off your cell phones during the class time. Thanks!
- **Deadlines:** In the interest of fairness toward students who meet deadlines, announced dates for examinations and the submission of written assignments are firm and will not be extended unless an actual emergency prevents a student from conforming to them. Requirements of other courses and of one's employment, as well as other events that could have been foreseen, do not count as emergencies under this policy. Requests for extensions must be made before the announced dates unless it is actually impossible for the student to do so.
- All assignments should be typed, double-spaced with 1" margins and 12-point font. Assignments should include your name, a title, and page numbers. They should be stapled in the upper left-hand corner. In addition, check your spelling and grammar carefully; spell-check and grammar programs found on word processing programs can be useful.
- I generally will not accept written assignments and exams sent to me via email.
- Grades of "Incomplete" are generally not given and are only considered under extraordinary and unavoidable circumstances.

### **Disability Support Services**

Texas Woman's University seeks to provide appropriate academic adjustments for all individuals with disabilities. This University will comply with all applicable federal, state, and local laws, regulations, and guidelines, specifically Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), with respect to providing appropriate academic adjustments to afford equal educational opportunity. It is the responsibility of the student to register with and provide medical verification and academic schedules to Disability Support Services (DSS) at the beginning of each semester and no later than the second week of school unless otherwise determined by the coordinator. The student also must contact the faculty member in a timely manner to arrange for appropriate academic adjustments. For further information regarding Disability Support Services or to register for assistance, please contact the office at 898-3835 (voice), 898-3830 (TDD) or visit CFO 105.

### **Other University Services**

TWU provides the following services that may be beneficial to you:

- The **Learning Assistance Office** provides free help with study skills, test taking, reading comprehension, and other individual needs. Visit the office in CFO 106 or call 940/898-2046.
- TWU provides a wide range of free and confidential counseling services. If you are experiencing personal difficulties, do not let them prevent you from doing your best. Contact the **Counseling Center** in West Jones Hall at 940/898-3801 (<http://www.twu.edu/o-sl/counseling/>). The Counseling Center also offers on-line workshops on such topics as "How to Get Along with your Professor" <grin>, "Test Anxiety," "Stress," "Reducing Procrastination," and "Time Management." I recommend that you check them out on their website: <http://www.twu.edu/o-sl/counseling/workshops.htm>.
- The **Write Site** provides free, individualized assistance with writing assignments. Visit the Write Site in CFO 131 or call 940/898-2341 to make an appointment. On-line writing assistance can be obtained by sending an email message to [TWUOWL@yahoo.com](mailto:TWUOWL@yahoo.com). I highly recommend that you use the services of the Write Site! For further information, see their website: <http://www.twu.edu/as/engspfl/writesitehome.htm>

## **Schedule of Assignments**

**WS 4033-91/PHIL 4033-91**

Topics will usually be covered in the order given, but I reserve the right to alter the schedule as needed. You are required to read and reflect on the materials prior to coming to class.

**Tuesday, Aug. 26** Introduction to Course and Course Participants

**Thursday, Aug. 28** Introduction to Terms, Assumptions, and Trends in Women's Studies in Religion

Read: 1) Ninian Smart, "The Nature of Religion" (handout), and  
2) begin reading Alice Walker's *The Color Purple*.

Write one page (to be turned in during today's class) on the following questions:

- What, in your view, is religion? Why are human beings religious?  
*Your page is required, but will not be graded.*

Video (to be viewed and discussed in class):

"What Do You Believe? American Teens, Spirituality, and Freedom of Religion"

**Tuesday, Sept. 2** Introduction to Terms, Assumptions, and Trends in Women's Studies in Religion

Read: 1) Sheila Ruth, "Women's Spirit and Men's Religion" (handout), and  
2) Alice Walker, *The Color Purple* (approximately one-half of the book)

Take a look at the following web page on Walker: <http://www.luminarium.org/contemporary/alicew/>

**Thursday, Sept. 4** Discussion of *The Color Purple* by Alice Walker

Complete reading *The Color Purple*.

Reflect on the following questions:

- Why does Celie write to God? What sorts of things can she tell God that she cannot tell others? What sorts of things does she learn to tell Shug that she is afraid to tell God? Does God ever listen to Celie?
- Why did we read this book in a course on women and religion? What does this book reveal about Walker's criticisms of traditional Christianity and proposals for reformulating the concept of God?
- What are your personal responses to this novel in general? More specifically, what are your personal responses to Walker's theology (ideas about God, the relationship between the human and the divine, the relationship between spirituality and sexuality)?

*Please reflect on one or more of these questions prior to coming to class.*

**Tuesday, Sept. 9** Women and Hasidic Judaism

Read: 1) Web pages on Judaism at the BBC "Your Guide to the Religions of the World," found on the External Links page of our Blackboard site:

([http://www.bbc.co.uk/worldservice/people/features/world\\_religions/](http://www.bbc.co.uk/worldservice/people/features/world_religions/)),

2) Lis Harris, *Holy Days*, pp. 9-76.

**Thursday, Sept. 11** "The Return of Sarah's Daughters"

Read: Harris, *Holy Days*, pp. 77-134.

Documentary video (to be viewed and discussed in class): "The Return of Sarah's Daughters"

**Tuesday, Sept. 16** Women and Hasidic Judaism/The *Mikvah*

Read: 1) Harris, *Holy Days*, pp. 135-149, and

2) Materials on the *mikvah* (handout)

**Thursday, Sept. 18** Women and Hasidic Judaism

Read: Harris, *Holy Days*, pp. 150-266

**Tuesday, Sept. 23** Eve and Lilith

Read: 1) Phyllis Trible, "Eve and Adam: Genesis 2-3 Reread,"  
2) Aviva Cantor, "The Lilith Question,"  
3) Judith Plaskow, "The Coming of Lilith," and  
4) Yiskah Rosenfeld, "You Take Lilith, I'll Take Eve"  
*All four of these articles are handouts.*

**Thursday, Sept. 25** Feminist Perspectives on Judaism

Read: 1) Yuval-Davis, "The Personal Is Political: Jewish Fundamentalism and Women's Empowerment," in *Religious Fundamentalisms*, ed. Howland, pp. 33-42,  
2) Read four of the following articles:  
a) Rachel Adler, "The Jew Who Wasn't There" (handout),  
b) Paula E. Hyman, "A Feminist Perspective on Jewish Fundamentalism," in *Religious Fundamentalisms*, ed. Howland, pp. 271-280,  
c) Laura Geller, "Reactions to a Woman Rabbi" (handout),  
d) Karen (Chai) Levy, "Sexy Rabbi," (handout),  
e) Marcia Falk, "Notes on Composing New Blessings" (*Weaving*, pp. 128-138),  
f) Judith Plaskow, "Jewish Memory from a Feminist Perspective" (*Weaving*, pp. 39-50)

**Tuesday, Sept. 30** Women and the New Testament/Christian Origins

Read: 1) Web pages on Christianity at the BBC "Your Guide to the Religions of the World," found on the External Links page of our Blackboard site:  
([http://www.bbc.co.uk/worldservice/people/features/world\\_religions/](http://www.bbc.co.uk/worldservice/people/features/world_religions/)),  
2) Selections from the New Testament (bring a Bible to class if you have one; also available online at <http://unbound.biola.edu/>): Romans 16, Galatians 3:26-27, Ephesians 5:21-33, 1 Timothy  
3) Web pages linked to "Women in Ancient Christianity: New Discoveries" (<http://www.pbs.org/wgbh/pages/frontline/shows/religion/first/women.html>)  
4) Selections from *The Inclusive Language Lectionary* (*Weaving*, pp. 163-169), Susan Brooks Thistlethwaite, "Every Two Minutes: Battered Women and Feminist Interpretation" (*Weaving*, pp. 302-313), and

**Thursday, Oct. 2** Women and the New Testament/Christian Origins

Read: Torjesen, *When Women Were Priests*, Introduction, chapters 1-3.

**Tuesday, October 7** Women and the New Testament/Christian Origins

Read: Torjesen, *When Women Were Priests*, chapters 4-9.

**Thursday, Oct. 9** Field Observation Assignment due at 9:30 a.m.

Please come to class prepared to discuss your field observation assignment with other members of the class.

**Tuesday, Oct. 14** Women and Christian History: Mysticism and Motherhood

Read: Lerner, *The Creation of Feminist Consciousness*, chapters 1, 3-6.  
Video on medieval women's spirituality

**Thursday, Oct. 16** Women and Christian History: Women's Biblical Criticism

Read: Lerner, *The Creation of Feminist Consciousness*, chapters 7, 11-12.

**Tuesday, Oct. 21** Christian Feminist/Womanist Theologies

Read: 1) Sallie McFague, "God as Mother," (*Weaving*, pp. 139-150)

- 2) Delores Williams, "Womanist Theology," (*Weaving*, pp. 179-186)
- 3) Jacquelyn Grant, "White Women's Christ and Black Women's Jesus" (handout)

**Thursday, Oct. 23** Christian/Post-Christian Feminist Theologies

- Read: 1) Ada Maria Isasi-Diaz, "*Mujeristas: A Name of our Own*" (handout)  
 2) Carter Heyward, "Sexuality, Love, and Justice" (*Weaving*, pp. 293-301)  
 3) Mary Daly, "The Women's Movement: An Exodus Community" (handout)

**Tuesday, Oct. 28** **Mid-term exam due at 9:30 a.m.**

Video (to be viewed and discussed in class): "Battle for the Minds"

**Thursday, Oct. 30** Contemporary Feminist Spiritualities

- Read: 1) Wendy Griffin, "Goddess Spirituality and Wicca" (handout)  
 2) Anzaldúa, "Entering into the Serpent" (*Weaving*, pp. 77-86),  
 3) Nelle Morton, "The Goddess as Metaphoric Image" (*Weaving*, pp. 111-118),  
 4) Dhyani Ywahoo, "Renewing the Sacred Hoop" (*Weaving*, pp. 274-280), and  
 5) Starhawk, "Ritual as Bonding: Action as Ritual" (*Weaving*, pp. 326-335)

**Tuesday, Nov. 4** Contemporary Feminist Spiritualities

Video (to be viewed and discussed in class): "Full Circle"

**Thursday, Nov. 6** Panel of Community Speakers

Religious leaders from the community will be invited to share their perspectives.  
 Begin reading Mernissi, *Dreams of Trespass*.

**Tuesday, Nov. 11** Women and Islam: An Introduction

- Read: 1) Web pages on Islam at the BBC "Your Guide to the Religions of the World," found at [http://www.bbc.co.uk/worldservice/people/features/world\\_religions/](http://www.bbc.co.uk/worldservice/people/features/world_religions/),  
 2) Mernissi, *Dreams of Trespass*, through p. 134.

**Thursday, Nov. 13** Women and Islam in Twentieth-Century Morocco

Read: Mernissi, *Dreams of Trespass*, pp. 137-242.

**Tuesday, Nov. 18** Feminism and Islam

- Read: 1) Riffat Hassan, "Islam" (handout)  
 2) additional readings to be determined (handout)  
 Video (to be viewed and discussed in class): "Under One Sky"

**Thursday, Nov. 20** Feminism and Islam

Readings to be determined (packet)

**Tuesday, Nov. 25** **Editorial Assignment Due**

**Thursday, Nov. 27** Happy Thanksgiving! No class today.

**Tuesday, Dec. 2** "Religious Fundamentalisms and the Human Rights of Women"

Read: Selections to be assigned from Howland's book

**Thursday, Dec. 4** "Religious Fundamentalisms and the Human Rights of Women"

Read: Selections to be assigned from Howland's book

**Thursday, Dec. 11** Final exam due at 9:00 a.m.